

Fall 8-15-1998

ENG 1001C-067: Composition and Language

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Michael Main
E.I.U.-- Composition I
Sections ~~048, 068~~, 067

Office Hours: TR 4:45-6, MW 5-6, R 10-12
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1001C-067

CLASS POLICY SHEET

Required Texts:

St. Martin's Guide to Writing, 5th ed., Connections; a Multicultural Reader for Writers; and A Pocket Style Manual, 2nd ed. (grammar reference). A dictionary is also strongly suggested.

Catalog description: 1001C. Composition and Language. A course in the reading and writing of expressive, expository, and persuasive essays. Attention is given to effective expression, clear structure, adequate development, and documentation of sources. Prerequisite: English 1000 or proficiency in basic skills as determined by the English Department.

INSTRUCTIONAL OBJECTIVES: (from departmental guidelines):

Students should receive instruction that enables them:

To write expository and persuasive papers in which paragraphs, sentences, and words develop a central idea. These papers should reflect a command of the writing process: generating and prewriting strategies for formulating a thesis, methods for planning and drafting a paper, strategies of revising for clarity and adequate development, and means for polishing and editing. These papers should have a beginning, middle, and end, and should demonstrate consideration of effective methods of organization. At least one paper should entail the use of source materials and reflect principles of documentation.

To write purposeful, adequately developed paragraphs and sentences that are direct, economical, free of ambiguity, and structurally appropriate for the ideas expressed.

To write standard written English that exemplifies principles of preciseness and of suitability to the purpose of the paper.

To develop skills in critical reading and listening for understanding and evaluating culturally diverse course materials, and for becoming more discerning readers and editors of their own writing. The course materials should reflect historically, socially, and culturally relevant issues.

Minimum writing requirement: 5000 words.

EVALUATION SYSTEM AND GRADING STANDARDS:

The grade for the course will be based largely upon the student's demonstrated mastery of the above listed objectives. In addition to the major essays, a journal, attendance, participation, and an in-class mid-term essay will also determine the final grade. There is no final exam in 1001C. Grades given are A,B,C, and NC (no credit). Students must be writing at C level or above to pass. A grade of NC will force the student to retake the course.

The grade breakdown is as follows:

4	three-four page essays	10%	each
2	four+ page papers, research	15%	each
+	student journal, participation, etc.	20%	total
1	mid-term in-class essay	10%	

The grading standards issued by the English Department are available to every student. If you have questions regarding a grade you are issued, please don't hesitate to bring your questions to my attention. I do sometimes make mistakes. I consider it your responsibility to make sure you fully understand the grades and comments you are given on any assignment. If my comments are not clear, ask me about them.

Absences will also factor into the final grade. Attendance is vitally important to successful completion of the class, and it is the student's responsibility to make up any assignments missed due to absences. **More than three absences will result in a lower final class grade.** Additionally, I prefer to be contacted beforehand if an absence is unavoidable.

Plagiarism is "the appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's own original work" (Random House Dictionary of the English Language). See your school handbook, or see me for details. Plagiarism will result in a failing grade for the assignment, and can also result in a failing grade for the class. Any incident of plagiarism will be reported to the Judicial Affairs Office.

Disabilities: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

METHODS OF INSTRUCTION:

This class will involve workshopping, group-discussion, in-class writing, and (possibly) student presentations as well as lecturing. Students are expected to write polished essays, correctly documented research papers, and personal/student journals. Failure to turn in assignments (including rough drafts and collected journals) by the beginning of the period on the due date will result in a lowered letter grade for the assignment.

My in-class expectations are simple; I expect each student to respect the opinions and the expressions of every other student in the class. I will allow a great deal of classroom freedom of expression; do not abuse the classroom space by disrespecting other members of the class. Anyone who cannot responsibly participate in class discussion may be asked to leave the classroom.

Journals:

I will give you specific journal assignments, to be written both at-home and in-class. Additionally, I will expect you to write one journal entry per week in which you choose your own subject and express your own opinions. Each journal entry should be at least 3/4 of a page, handwritten. I will collect the grouped journals on two specific dates (see calendar), but I reserve the right to collect individual entries on the day they are given and grade them in order to insure that reading assignments are completed on time. Journals are issued "checks" rather than letter grades. They are informal writing.

Diagnostic Essay:

This semester the diagnostic essay will be standard for each section of composition; these essays will be used to establish certain criteria for the 1001C class and its place in the core curriculum. Though the essay will not be graded, your participation is necessary for this essay. Diagnostic essays establish a communications point between you and I about where your writing is at the beginning of the semester, and where my expectations are.

If you have any questions. . . . please seek me out. I will be glad to clarify any of my or the school's grading policies, any classroom issues you have, or to help you with concerns about grammar or any other issue related to the class. My office hours are for your benefit; please use them. I look forward to an exciting semester working with you.

CALENDAR

Week 1 (Aug. 24-28)

Mon.-- Discuss course; discuss Diagnostic Essay (handouts)

Wed.-- Diagnostic Essay in class, due (administrative requirement)

Week 2 (Aug. 31-Sept. 4)

Mon.-- Essay #1 Assigned (3-4 pages, typed, double-spaced)

Wed.-- Discuss Essay #1; class ends early for individual meetings

Week 3 (Sept. 7-11)

Mon. NO CLASS: labor day break

Wed.: Rough draft of essay #1 due (requirement for grade)

Week 4 (Sept. 14-18)

Mon.: ESSAY #1 DUE, beginning of class

Wed.: Essay #2 Assigned (3-4 pages)

Week 5 (Sept. 21-25)

Wed.: Classes cancelled for scheduled individual meetings with instructor
(attendance required!!) ROUGH DRAFT DUE

Week 6 (Sept. 28-Oct. 2)

Mon.: ESSAY #2 DUE!

Wed.: Essay #3 Assigned (3-4 pages)

Week 7 (Oct. 5-9)

Mon.-- JOURNALS DUE

Wed.-- class ends early for meetings with instructor, Mid-term discussed;
be ready for in-class writing, Mon.

Week 8 (Oct. 12-16)

Mon.-- Mid-term essay, in class writing.

Week 9 (Oct. 19-23)

Mon.: ESSAY #3 DUE!!; Essay #4 assigned (3-4 pages)

Week 10 (Oct. 26-30)

Mon.: Rough Draft Essay #4 Due

Wed.: classes cancelled for individual meetings with instructor

Week 11 (Nov. 2-6)

Mon.: ESSAY #4 DUE!!!; Essay #5 assigned (4+ pages)

Week 12 (Nov. 9-13)

Wed.-- Rough Draft Essay #5 due

Week 13 (Nov. 16-20)

Wed.-- ESSAY #5 DUE!!! Research Essay #6 Assigned (4+ pages)

Week 14 (Nov. 23-27)

THANKSGIVING BREAK!!!!

Week 15 (Nov.30-Dec. 4)

Mon.: individual meetings with instructor

Wed.: Rough draft of Research paper due

Week 16 (Dec. 7-11)

Mon.: JOURNALS DUE

Wed.: RESEARCH PAPER DUE!!!!

Fri: Last day of classes

Finals week (Dec. 14-18)

No finals in Comp I